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## I N D I A N A P R O F E S S I O N A L S T A N D A R D S B O A R D

**To:** Members, Indiana Professional Standards Board

**From:** Jane Boultinghouse, Chair, Standards Committee

**Date:** November 20, 2002

**RE:** Standards for the Teachers of Business

At the March 20, 2002, meeting of the Indiana Professional Standards Board, the Business Education Advisory Group (BEAG) presented the initial draft of *Standards for the Teacher of Business*. Subsequently, the Edit Committee comprised of the committee chairs, IPSB staff representative, and the DOE representative followed instructions for the dissemination of the drafted standards. The drafted standards were sent to stakeholders, along with a Board approved questionnaire and a formal request for comments. In addition, the co-chairs of the committee suggested other individuals and professional organizations to add to the electronic mailing.

The Edit Committee received seventeen (17) responses to the survey and few additional comments. Stakeholder comments were addressed in an action report (see attached) and did not lead to any substantive revisions. At the September meeting of the Standards Committee, the BEAG Edit Committee presented the action report and revised standards resulting from stakeholder feedback. In November, the BEAG Edit Committee again submitted an action report and standards that had been revised in response to comments from the Standards Committee.

At this time, the Standards Committee is requesting approval for the final draft of the *Standards for the Teacher of Business*.

### **Standards Committee Recommendation:**

Approve the *Standards for the Teacher of Business*.

### **Indiana Professional Standards Board Action:**

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Attachments: Standards  
Action Report

## STANDARDS FOR THE TEACHER OF BUSINESS

**Standard #1: The teacher of business understands the central concepts, tools of inquiry, and structures of business and information technology and can create learning experiences that make these aspects of subject matter meaningful for students.**

### **Knowledge**

*The teacher of business:*

1. understands accounting principles and how they apply to personal and business financial management.
2. understands business law principles and their impact on businesses, families, and individuals in their related roles.
3. understands the relationship between business content and career expectations.
4. understands that effective communication strategies are essential for interacting in the workplace and society.
5. understands how to incorporate computational skills across the business curriculum.
6. understands economic and financial concepts and their use as analytical tools for managing personal financial and business activities.
7. understands the concepts of entrepreneurship.
8. understands the international business environment—the interconnectedness of cultural, political, legal, economic, and ethical systems.
9. understands management theories and functions and their interrelationships.
10. understands the key elements of marketing.
11. has a sound understanding of information technology concepts and skills.
  - 11.1. understands the use of technology in classroom instruction to locate, access, use, and present information.
  - 11.2. understands information technology as it relates to the business environment.
  - 11.3. understands that changes in information technology affect the individual, business, and society.
  - 11.4. understands the social, ethical, legal, and human issues related to the use of technology in schools and business.

- 11.5. understands that input technology, including voice and keyboarding, is an important productivity component in the use of information technology.
- 11.6. understands the psychology of skill development.
- 12. is knowledgeable of the functions of business, the private enterprise system, the role of the consumer, and the interrelatedness of the United States and international economies.
- 13. understands the cross-disciplinary nature of business.
- 14. understands the use of problem solving, decision making, critical thinking, and tools of inquiry as part of the process of acquiring knowledge of business.

## **Dispositions**

*The teacher of business:*

- 1. appreciates the breadth of the content areas of business.
- 2. recognizes that the mission of business education is to teach for and about business.
- 3. appreciates the contribution that business education makes to the total education of a student.
- 4. appreciates the need to keep abreast of technological developments, new ideas, and understandings in business and information technology.
- 5. values the role technology plays in teaching and learning.
- 6. possesses enthusiasm for the teaching profession and the role of business and its relationship to other subject areas.
- 7. values skill development as integral to productive use of information technology.

## **Performances**

*The teacher of business:*

- 1. demonstrates an understanding of business and related content areas by engaging students in meaningful discussions, projects, and activities.
- 2. demonstrates knowledge, skill, and understanding of current and emerging technology by integrating technology into his/her teaching and student projects and activities.
- 3. provides instruction in applying software applications to business situations.
- 4. explains key ideas and concepts in ways that make them meaningful for students.

5. engages students in problem solving and critical thinking activities based on an in-depth knowledge of business.
6. demonstrates skill in locating, accessing, evaluating, analyzing, using, and presenting information.
7. demonstrates skill in keyboarding input and explains the concepts of alternate input methods.
8. demonstrates an understanding of the concepts and psychology of skill development by engaging students in sound keyboarding procedures.

**Standard #2: The teacher of business understands how students learn and develop and can provide learning opportunities that support their intellectual, social, and personal development.**

**Knowledge**

*The teacher of business:*

1. understands how students learn and acquire knowledge and skills and how to select and develop instructional strategies to match the learning styles of students.
2. understands that personal and professional needs for business knowledge and skills change and that students must be prepared to become lifelong learners.
3. is cognizant of developmentally appropriate learning for skill development and knowledge acquisition.
4. understands how to adapt instructional strategies to meet the needs of learners.
5. understands strategies of learning in a technology-enhanced environment.

**Dispositions**

*The teacher of business:*

1. values the role that business skills and knowledge play in the intellectual, social, and personal development of students.
2. appreciates the contribution of technology in enhancing student learning and skill development.
3. respects the diverse talents and variations in intellectual, social, and personal development levels of students.

**Performances**

*The teacher of business:*

1. uses current theories and research to make instructional decisions appropriate for students' developmental levels.
2. provides learning opportunities that meet the intellectual, social, and developmental needs of students.
3. effectively uses multiple contextual frameworks that encourage students to see, question, interpret, and discover ideas from diverse perspectives.

**Standard #3: The teacher of business understands that students have multiple intelligences and different learning styles and creates instructional opportunities that are adapted to diverse learners.**

**Knowledge**

*The teacher of business:*

1. understands that students have different learning styles and multiple intelligences, which determine their approaches to learning and skill development.
2. is knowledgeable of exceptionality in learning.
3. understands that students have a variety of individual experiences, talents, and prior learning that affect their learning and skill development.
4. knows how to plan instruction so that diverse learners have opportunities to meet learning objectives.

**Dispositions**

*The teacher of business:*

1. appreciates and values diversity and respectfulness among students.
2. values student success in the classroom.
3. values the contribution of technology to instruction and learning opportunities for diverse learners.
4. believes that each student should feel valued as a student, a human being, and a citizen of the community.

**Performances**

*The teacher of business:*

1. identifies and designs instruction appropriate to different levels of student development, learning styles, strengths, and needs.
2. uses teaching approaches that are sensitive to the multiple experiences of learners and that address different learning and skill development styles.
3. creates daily, short- and long-term plans for instruction that are responsive to the needs of learners and that are adaptive to the learning environment.
4. uses a variety of instructional materials, technology, and resources to meet the needs of diverse learners.
5. creates a learning environment in which individual differences are respected.

**Standard #4: The teacher of business understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.**

**Knowledge**

*The teacher of business:*

1. understands the cognitive processes associated with various kinds of learning and how these processes can be stimulated.
2. understands the strengths and weaknesses of instructional strategies such as cooperative learning, direct instruction, discovery learning, whole-group discussion, independent study, and interdisciplinary instruction and how these strategies can be applied to achieve instructional objectives.
3. understands how to enhance learning through the use of a wide variety of materials and resources.
4. understands that national and state publications and curriculum guides are resources for strategies to encourage students to think critically and solve problems.

**Dispositions**

*The teacher of business:*

1. values flexibility and adaptation in the classroom to help each student achieve his/her potential.
2. appreciates the role of critical thinking and problem-solving skills in a variety of business contexts.
3. believes in an open learning environment where students feel free to ask questions, try new learning strategies, and even fail in the learning process.

**Performances**

*The teacher of business:*

1. carefully chooses appropriate teaching strategies and materials to achieve educational purposes and to meet student needs.
2. monitors and adjusts teaching strategies in response to learner feedback.
3. uses multiple teaching and learning strategies to engage students in critical thinking, problem solving, and other learning activities.
4. encourages students to assume responsibility for identifying and using appropriate learning resources.

5. adapts to the roles of instructor, facilitator, coach, audience, or leader as needed.
6. develops clear, accurate presentations of concepts to assist students to understand and think critically.



**Standard #5: The teacher of business understands individual and group motivation and behavior and creates a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.**

**Knowledge**

*The teacher of business:*

1. understands major concepts of the psychology of teaching and learning, including the cognitive, affective, and psychomotor domains of educational objectives.
2. understands the impact on learning of interaction among individuals and groups.
3. understands how to structure learning situations to promote interpersonal skills and student accountability for personal learning and contributions to group goals.
4. understands the principles of effective classroom management and knows how to use a range of strategies to promote positive relationships, cooperation, and purposeful learning.
5. recognizes factors and situations that are likely to affect intrinsic motivation.

**Dispositions**

*The teacher of business:*

1. values the establishment and maintenance of a positive climate in the classroom and in the school.
2. believes in the use of democratic values in the classroom and the school.
3. values the role of peer relationships in promoting student learning.
4. values intrinsic motivation as it contributes to lifelong learning.
5. believes that various motivational strategies encourage the continuous development of individual student's abilities.

**Performances**

*The teacher of business:*

1. involves students in individual and group learning activities, analyzes the effectiveness of these activities, and makes adjustments needed to enhance student engagement in learning.
2. develops processes and communicates expectations for interaction, mutual respect, support, inquiry, and behavior conducive to meeting the goals and objectives of instruction.
3. organizes, allocates, and manages the resources of time, space, and materials to engage each student in learning and applying business subject matter.

4. creates a learning environment which encourages students to accept personal responsibility for learning and to recognize the importance of becoming lifelong learners.

**Standard #6: The teacher of business uses a variety of communication techniques to foster inquiry, collaboration, and supportive interaction in the classroom.**

**Knowledge**

*The teacher of business:*

1. understands the role of communication in learning.
2. is aware of the influence of cultural, ethnic, and gender differences on communication.
3. has knowledge of effective oral, nonverbal, and written communication techniques.
4. understands how to use presentation media effectively.
5. understands the techniques of effective listening.
6. knows how to be a collaborative problem solver.

**Dispositions**

*The teacher of business:*

1. values the contribution of good communication skills for creating a supportive classroom.
2. values the importance of being a thoughtful and responsive listener.
3. appreciates culturally sensitive communication with others.
4. values collaborative problem solving.

**Performances**

*The teacher of business:*

1. models effective communication strategies and skills.
2. demonstrates sensitivity to cultural, ethnic and gender differences in his/her communication.
3. demonstrates effective presentation skills to enrich learning.
4. practices effective listening skills to be responsive to students.
5. demonstrates skills in conflict resolution in the classroom.

**Standard #7: The teacher of business plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.**

**Knowledge**

*The teacher of business:*

1. understands that general education subject matter is related to the discipline of business.
2. understands that the discipline of business is related to students' current and future needs.
3. is knowledgeable about state and national standards for business education and can use these standards to plan lessons and select and implement instructional strategies.
4. knows how to use knowledge of subject matter, students, the community, and curriculum goals to adapt instruction to student needs.

**Dispositions**

*The teacher of business:*

1. values the role of short- and long-term planning in meeting students' needs for business knowledge, skills, and competencies.
2. believes that instructional plans must be flexible and ever changing.
3. values working with others to plan the integration of business knowledge and skills in appropriate ways.
4. values planning as a collegial activity.

**Performances**

*The teacher of business:*

1. both individually and cooperatively selects and creates learning experiences that are appropriate for meeting curriculum goals, course objectives, and learners' needs.
2. creates and implements lessons and learning opportunities that are consistent with the business world and the developmental and individual needs of all learners.
3. works cooperatively with other teachers and staff to integrate business knowledge and skills in appropriate ways.

**Standard #8: The teacher of business understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual and social development of the learner.**

**Knowledge**

*The teacher of business:*

1. understands that the ultimate goal of assessment is to improve the effectiveness of instruction and the quality of learning.
2. is familiar with various types of assessment methods such as criterion-referenced and norm-referenced instruments, traditional and performance-based assessments, portfolios, observation techniques, and self-evaluation.
3. understands assessment-related concepts such as validity, reliability, bias, objectivity, and rubrics as well as traditional, authentic, performance, and alternative assessment methods.
4. understands how to select, develop, and use assessment instruments and strategies that fit with curriculum standards and instructional goals.
5. understands that assessment processes take into consideration student learning styles and developmental readiness.

**Dispositions**

*The teacher of business:*

1. believes that different assessment strategies, when used accurately and systematically, are necessary for monitoring and promoting student learning.
2. believes that using assessment in positive ways promotes intellectual and social growth, enhances learning opportunities, and furthers student self-assessment skills.
3. values the role of assessment for aligning instructional procedures with curriculum goals and standards and with students' learning styles and developmental readiness.

**Performances**

*The teacher of business:*

1. selects, constructs, and uses a variety of developmentally appropriate formal and informal assessments to determine students' understanding of business subjects.
2. uses assessment processes to enhance knowledge of learners, evaluate student progress and performance, and modify teaching and learning strategies.
3. maintains useful records of student work and performance.

4. communicates student progress knowledgeably and responsibly to students, parents, and appropriate school personnel.
5. evaluates the effectiveness of instructional strategies through a variety of assessment techniques.
6. involves students in self-assessment activities and encourages students to set personal goals for learning based on their strengths and needs.
7. uses an ongoing process of assessment to promote optimal learning, to assess what is being taught, and to align instructional practice with curriculum goals, standards, and proficiencies.
8. uses technology to track and evaluate student performance and learning.

**Standard #9: The teacher of business is a reflective practitioner who seeks opportunities for professional development.**

**Knowledge**

*The teacher of business:*

1. understands self-assessment and problem-solving strategies for reflecting on his/her professional practice, their influences on students' growth and learning, and the complex interactions between them.
2. understands the role and importance of ongoing professional development and lifelong learning.
3. is aware of the historical base of business education and the contributions of state, regional, and national business education professional organizations.
4. is aware of major research in the areas of teaching and business and the resources available for professional learning.
5. understands that knowledge and skills must be continually upgraded to enhance productivity and professional practice and to support student learning.

**Dispositions**

*The teacher of business:*

1. values participation in continuous education and professional growth opportunities to stay current in teacher methodology, technology, and business practices and trends.
2. values the benefits of membership and participation in state, regional, and national business education professional organizations.

**Performances**

*The teacher of business:*

1. takes advantage of professional growth opportunities such as university courses, workshops, conferences, conversation groups, reading professional literature, and staff development activities.
2. reflects on history, research, and professional organizations in business education as they relate to his/her professional development opportunities.
3. uses technological resources to engage in ongoing professional development and lifelong learning.

**Standard #10: The teacher of business fosters relationships with parents, business/industry, community, and school to support students' learning and well being.**

**Knowledge**

*The teacher of business:*

1. knows how and when to communicate with parents to provide information about student progress and to garner parental support.
2. understands the need for a symbiotic relationship between the school and business and industry.
3. recognizes that community, state, national, and international affairs have an impact on student learning and achievement.
4. understands how to work with school personnel to enhance student performance and outcomes.
5. is knowledgeable about laws related to student rights and teacher responsibilities.

**Dispositions**

*The teacher of business:*

1. appreciates and values parental support and involvement.
2. welcomes community and business/industry involvement, support, and partnerships.
3. believes that all students need business knowledge to participate in personal, school, community, state, and international affairs.
4. values school policies, expectations, and procedures.

**Performances**

*The teacher of business:*

1. uses appropriate communication strategies and tools, including technology, to consult and share information with parents.
2. participates in school and community activities.
3. uses an understanding of the community and business cultures as links to instructional content.
4. identifies and uses community resources to foster student learning and connect business to daily living.
5. stays apprised of current practices through contacts with business and industry.



## Appendix

### ***Acknowledgement:***

The Business Education Advisory Group acknowledges the review and use of ideas from the following professional groups in the development of the business education standards:

- Indiana Business Education Association
- Indiana Department of Education
- Indiana Professional Standards Board
- INTASC
- International Society for Business Education
- International Standards for Technology Education
- National Business Education Association
- Policies Commission for Business and Economic Education
- Stakeholders

### ***Mission of Business Education:***

Business education prepares learners to make wise personal economic and career choices while developing knowledge, skills, and attitudes necessary to succeed in life. In the twenty-first century, the mission of business education—to teach for and about business—will continue as the fundamental basis of instruction in business. The mission of teacher education programs will continue to be preparation of business educators to fulfill that mission and to meet the standards in this document. These standards can be met only if teacher education programs provide students with appropriate experiential activities and depth and breadth in business, information technology, and education.

### ***Lifelong Learning for Business Educators:***

The knowledge and skills needed for success evolve as information and technology, the international environment, and economic conditions change. Change has always been and will continue to be an ongoing process for business education because of the dynamic nature of business. Business educators have changed their curriculum dramatically over the years, focusing on the future and adjusting and adapting as innovations emerge and procedures evolve. Thus, business teachers must continually update their content knowledge.

Perhaps more than any other discipline, business education programs provide rich opportunities for relevant, real-world learning experiences. These experiences reinforce high academic standards and at the same time provide authentic contexts in which students can apply what they learn. Since students are motivated and learn best when they understand the relevance of what they are studying, it is essential for teachers to continue to grow in the knowledge and application of instructional strategies.